

LCFF Budget Overview for Parents

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Local Educational Agency (LEA) Name: Valley Center-Pauma Unified School District

CDS Code: 37 75614 0000000

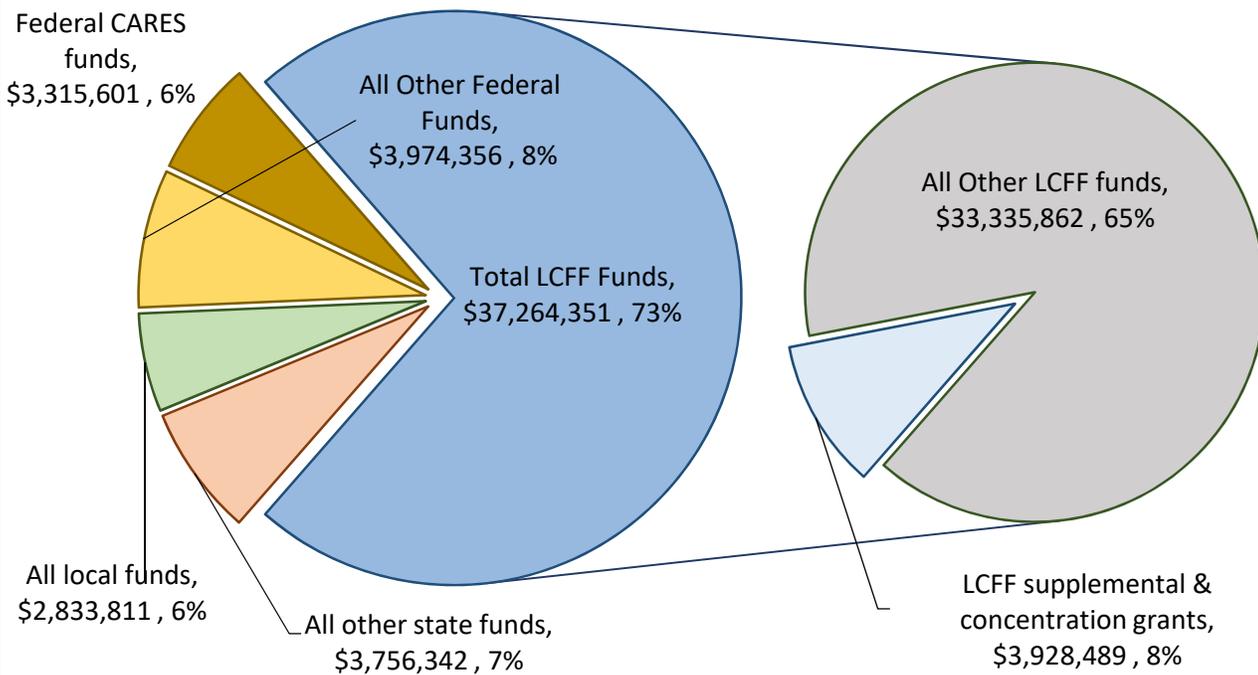
School Year: 2020-2021

LEA contact information: Jon Petersen; petersen.jo@vcpusd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

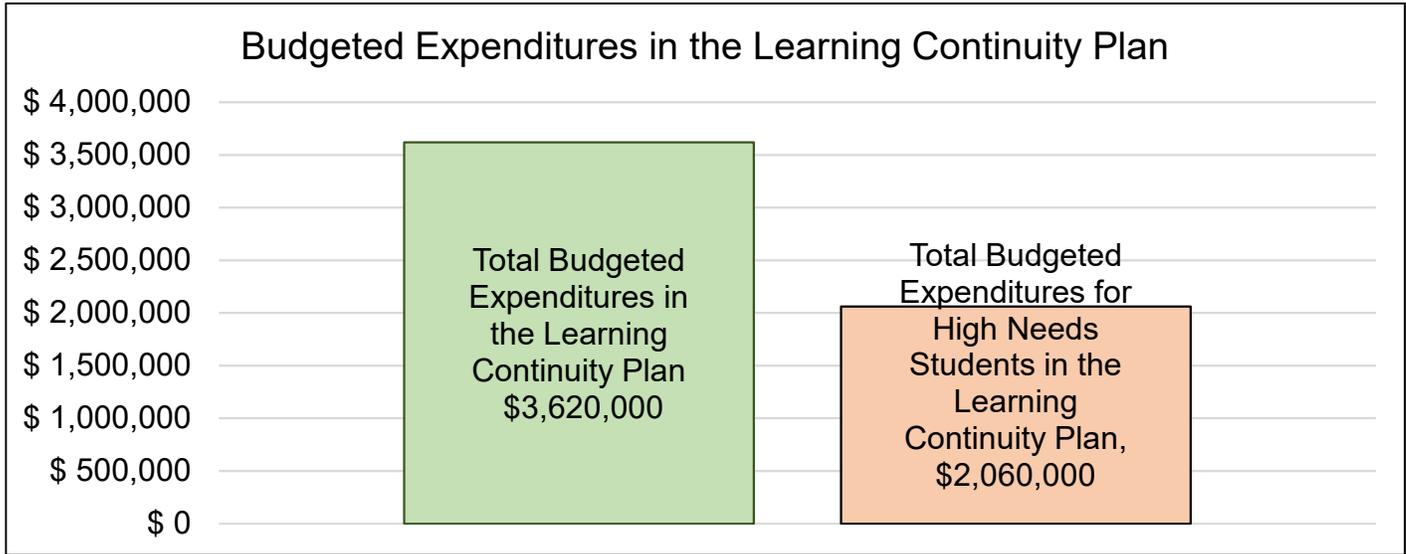


This chart shows the total general purpose revenue Valley Center-Pauma Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Valley Center-Pauma Unified School District is \$51,144,461.00, of which \$37,264,351.00 is Local Control Funding Formula (LCFF) funds, \$3,756,342.00 is other state funds, \$2,833,811.00 is local funds, and \$7,289,957.00 is federal funds. Of the \$7,289,957.00 in federal funds, \$3,315,601.00 are federal CARES Act funds. Of the \$37,264,351.00 in LCFF Funds, \$3,928,489.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Valley Center-Pauma Unified School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Valley Center-Pauma Unified School District plans to spend \$51,729,732.00 for the 2020-2021 school year. Of that amount, \$3,620,000.00 is tied to actions/services in the Learning Continuity Plan and \$48,109,732.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

- Classroom instruction and support, as reflected in the salaries and benefits for teachers, counselors, psychologists, administrators, and a wide variety of classified support staff, accounting for roughly 83 percent of the district's total budget.
- The remainder is attributed to supplies and curricular materials, contracted services, and capital outlay. Examples would include classroom supplies, software subscriptions, technology (devices and infrastructure), buses, fuel, maintenance and operations, outside special education tuition, utilities, insurance, legal fees, etc.

Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

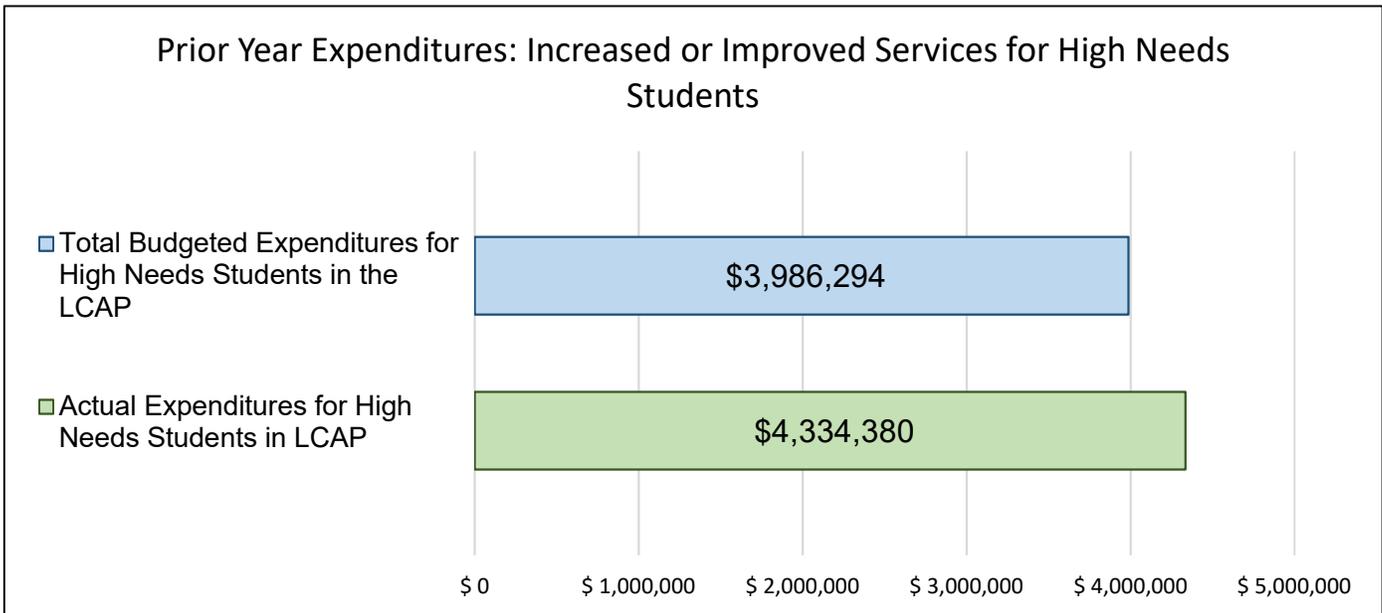
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In 2020-2021, Valley Center-Pauma Unified School District is projecting it will receive \$3,928,489.00 based on the enrollment of foster youth, English learner, and low-income students. Valley Center-Pauma Unified School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Valley Center-Pauma Unified School District plans to spend \$2,060,000.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

- Additional 16 FTE's of certificated staff to implement hybrid and virtual learning models
- Additional supplies and contracted services for personal protection, hygiene, health and safety, and improved air quality.
- Additional devices (i.e., Chromebooks and iPads) and hot spots for connectivity
- Additional curriculum, materials, and licenses (e.g., Agile Mind, Edgenuity, AAR/STAR, Lexia, MyOn with STAR/AR, IXL, InSync with Eureka)
- Professional development related to distance learning.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Valley Center-Pauma Unified School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Valley Center-Pauma Unified School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Valley Center-Pauma Unified School District's LCAP budgeted \$3,986,294.00 for planned actions to increase or improve services for high needs students. Valley Center-Pauma Unified School District actually spent \$4,334,380.00 for actions to increase or improve services for high needs students in 2019-2020.



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valley Center-Pauma Unified School District	Ron McCowan Superintendent	mccowan.ro@vcpusd.org 760-749-0464

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

In March 2020, the immediate change that VCPUSD made to a single educational environment offering, distance learning. The Superintendent immediately sent out communications to teachers, staff and community of the need to stay home and that the district would deliver high quality instruction and engagement through devices and available platforms. The district immediately implemented curriculum and instruction through Google Classroom, Powerschool, and Class Dojo, for the most part. Teachers worked diligently to adjust and deliver curriculum to meet students in accessible ways and continued to do so in August 2020, through Google Classroom. Fortunately, the district has a 1:1 technology program in place for grades 3-12; and, increased device access to TK-2 students, as it was not available when the district closed in March. The district took the time to assess device availability and built a refresh plan for the upcoming years, including using the flexibility of funds afforded through various grants and federal funds.

A critical aspect of school is the collaborative nature of learning and connecting through relationships. Tools like Zoom and Google Meet quickly became a means to connect. In these virtual classrooms, students could see their friends, teachers could provide lessons or deliver lessons via YouTube, and provide feedback; and parents became part of the learning process. Given that all students could not access these applications, teachers went above and beyond to connect by using email, phone, FaceTime, etc. Even at these great efforts, two-way communication with 100% of our families was not attained.

The biggest concern is the learning gap and the mental well-being that will be evident with many of our students. While our parents partnered with us, many needed time to transition themselves to the curriculum and learning platforms in order to support their child/ren. That is still the case as the opening of the 2020 school year. And, there is concern about the social emotional health of some students impacting their overall health and ability to engage in rigorous learning. Knowing that there would be concerns throughout the community regarding the return to in person learning model, the district provided parents the choice of virtual, hybrid, and independent study learning environments. Adapting to the educational benefits of each of the learning environments is the crux of this LCP, ensuring that each student engages with the state standards in a way that prepares each one for college and career.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

A series of surveys have been sent to our community, beginning with a survey to parents, asking them about their child's experiences in a distance learning environment. In addition, two surveys were sent to parents regarding Internet access and bus transportation needs. VCPUSD is a district that buses all students so assessing whether parents could partner with us in transporting their student/s to school was critical for planning purposes. A survey was also sent to teachers, asking them to assess the strengths of VCPUSD's distance learning environment and areas to strengthen.

In early July, Superintendent McCowan met with a group of parents from each school and a group of high school, middle school, and fifth grade students. In these meetings, he gathered data on what worked for them in our continuous learning cycle and what areas need attention to moving forward. In addition to this group meeting, and on a less formal basis throughout the summer, the school sites and administration fielded questions and noted data on concerns or suggestions from the community.

In virtual settings we continued to maintain planned meetings with the parent and community partners. Below is a listing of meetings that have been held virtually or surveys that have been pushed out (English and Spanish) to engage our stakeholders:

- Parent Input on Distance Learning Survey (July, English and Spanish, 405 Responses)
- Superintendent Meeting with Representative Parents and Students through Zoom (July)
- Staff input on Distance Learning (July, 117 Responses)
- Parent Transportation Needs Survey (July, English and Spanish, 725 Responses)
- Parent Opt-in Survey (August, 2200 responses; sent in mail to all households, posted on website, and sent to each household via ParentConnect in English/Spanish)
- Certificated Staff Survey on Professional Development (August, 115 Responses)
- Certificated Staff Request for Learning Environment Options (August)
- Parent Survey, Internet availability and service provider (August, 870 Responses)

[A description of the options provided for remote participation in public meetings and public hearings.]

Since March 13, 2020, all Board meetings have been held in a webinar format. Community members were all afforded the option to observe and/or listen to the meeting virtually. The community was invited to submit public comment by Noon on the day of the Board meeting via email. Webinar participation and public comment information was described in detail on every posted Board agenda and on the VCPUSD website. At the Board meeting, each of the submissions were read aloud by the Superintendent's designee. We held 6 special board meetings, in addition to the monthly meetings, whereby the public also had the opportunity to provide a public comment on agenda items. The July 14 meeting was dedicated solely to public input on the following prompt: What concerns do you have as we reopen the school year, ensuring the health and safety of our students and staff? During the meeting, 131 public comments were read aloud and the district brought the concerns into school reopening planning.

District and site parent/community meetings for SSC, ELAC, DELAC, Migrant, and Title VI were held, as they were scheduled in the 2019-2020 school year. All of these meetings were held in a webinar model that allowed parents/community to participate via Zoom Link or phone. Participants participated in a live fashion in all of these meetings.

[A summary of the feedback provided by specific stakeholder groups.]

The following is a summary of the survey results from those listed in the first question of this section:

Parent Input on Distance Learning: Top areas of Strength fall into Communication, Technology, and Instruction. Parents highlighted the communication from teachers, sites, and the district kept them informed on learning continuity during the pandemic. In the area of Technology, which is noted later as an area of growth, focused on having a device so that students can connect with teachers through Zoom/Google Meet/etc., using apps to supplement instruction, and having familiarity already with the platforms their teacher was using. The third area covers instruction, which is also seen as an area of growth. Our students had teachers that were organized, available, and engaging in their content. Teachers exercised flexibility and understanding, allowing students to turn in work and being available for support. In addition, some parents noted the organized paper packet process. Top areas for growth include the following three areas, Technology, Instruction, and Grading. The concerns parents brought up for technology focused on the use of a consistent platform throughout the district, Internet availability due to device use, and newer/better devices. In the area of Instruction, parents have indicated a desire to have more synchronous learning between the teacher and their child, clear expectations of standards aligned content and practice in asynchronous learning, and to provide a clear grading policy.

Staff Input Distance Learning: The strengths illuminated by teachers echo in similar areas and efforts that the parents described. Communication came out as a strength, like the parents, from teacher, site, and district. In the instruction arena, providing packets for students, using a variety of platforms, and working collaboratively with colleagues was common. Providing technology to all our students and staff allowed for flexibility and support in the online classroom. Areas of focus include ensuring students have Internet access and that we provide devices for all students, TK-2. VCPUSD a 1:1 in grades 3-12. For the instructional areas, ensuring there is professional development in engagement of students, assessment, intervention and a more consistent plan for delivery of instruction and platform.

Superintendent Meeting with Representative Parents and Students: All levels of students noted flexibility and pacing of their assignments, including their chance to sleep in. In the instruction and engagement side, what came out as themes were ensuring they had more interaction with teachers on Zoom or Google Meet (or other connection apps). The parents echoed this and shared that not all teachers engaged with their students and recommend that we increase the use of Zoom/Google meet as we open this year. Middle school and high school students noted that it took time for some teachers to get back to them or to get feedback. Both high school students and parents shared the importance of having routines, expectations, and consistency in online classrooms. Parents with students with IEP's suggest that communication is strengthened regarding services addressing the IEP.

Parent Transportation Survey: VCPUSD is a bussing district and as the expectations for health and safety were delineated, district teams gathered to put a plan together for safe bussing to school. From the survey, it showed that at least 30% need bussing to get to and from school.

Parent Opt-In Survey: Every household enrolled in VCPUSD received an Opt-in survey via email and through US Postal mail. Over two thousand responses were captured and resulted in about 25% of our students requesting either a Virtual Learning or Independent Study learning environment for the academic year. The remaining students are enrolled in the hybrid model, when we return to face to face school with social distancing. The district will be opening up virtually, with a first review date of September 25th, if the health and safety conditions allow it..

Certificated Staff Professional Development Survey: Teachers were asked to rank ten different areas of focus for professional development. The top five areas that came up were Strategies for Student Engagement in a virtual and a hybrid setting, Integration of Assessments into a virtual/hybrid setting, making the most of G Suite, Differentiation, and Establishing Community/Classroom Culture virtually.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

One of the outcomes of multiple surveys is to provide families and staff a learning option that best met their needs. The community received an Opt-in form with choice of Hybrid, Virtual (all year) or Independent Study. Roughly 25% of our students requested Virtual or Independent Study as their learning option for the 2020-2021 academic school year. Teachers were also provided the opportunity to request a specific learning environment, The intention is to be able to accommodate as many requests as possible.

The community, focus group, and teacher input has framed the reopening in the following ways:

- A district teacher committee lead the efforts in developing hybrid and virtual learning sample schedules for TK-5 and 6-12. These became the foundation for fine tuning district schedules.
- The district scheduled students into learning environments requested by parents, as space permitted with staffing
- Teachers scheduled into their requested teaching and learning environments, as best as possible.
- Students and families accessing a single platform, districtwide, Google Classroom.
- Internet connectivity will increase and be available to identified students that have been challenged to connect. This will be done via hotspots and other infrastructure that is being reviewed for implementation.
- Staff development, lead by a district committee of teachers, will launch a teacher lead and choice PD day before school starts in order to support engaging virtual classrooms. (See areas above.) This staff development focus will continue throughout the school year in support of continuous engagement, assessment, differentiation, social emotional attention, and use of tools in our platform.
- Bussing will be provided, to the extent possible, to all students that will require it for transportation to and from school.
- District procedures and protocols have been developed for the safety and health of all students and staff (health question check, hand washing, desk distancing, etc.)

The systems developed during this opening of school have asked everyone to flex options and solutions to ensure we are meeting, to the best of our ability, the needs and concerns of the community. In addition, we have been working in collaboration and in consultation with union leadership, principals, and site/district teams to develop instructional schedules and delivery, health and safety protocols, bussing schedules, and any changes in workflow that may occur. Gathering input will be an ongoing process as we move through a continuous improvement cycle, for student achievement while empowering lifelong learners and the well being of students and staff.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

For the 2020-2021 school year, the in person instruction will be delivered in a Hybrid elementary and secondary model, maximizing in person class size at 16, for the health and safety for all students and staff. All hybrid classes, before split into two groups, are filled to 32 students per class with the exception of TK-3 which remains at a school wide average of 24.5 students. At the elementary level, a self contained class, the students will be split into two groups, blue and green. One group, blue, will meet with the teacher, in person, on Tuesday and Thursday, and will be engaged in asynchronous learning on Monday, Wednesday, and Friday. The green group will meet with the teacher on Wednesday and Friday, with asynchronous learning on Monday, Tuesday and Thursday. Teachers will provide immediate feedback on asynchronous work to mitigate falling behind in standards. In addition, during asynchronous days, teachers may assign specific assignments to continue to strengthen skills and concepts a particular teacher may miss or connect them with an aide for small group instruction.

At the secondary level, students will be moving from a six period day to block days, odd and even periods, with all students meeting synchronously with teachers online, every Monday and on days described above, given their group cohort of Blue or Green. In further detail, the Blue Cohort schedule will be as follows: Asynchronous Monday, Synchronous for 1/2 of period 1, 3, & 5 on Tuesday and the other 1/2, the Green Cohort, of these exact periods will have synchronous learning on Thursday. When not in synchronous learning, students will be at home in asynchronous learning. Due to the logistics of this model each student will see their teacher, in person, once a week and will be working asynchronously on classroom assignments and tasks each day for immediate feedback from teacher so the student does not fall behind. Like the elementary, teachers may assign specific assignments or tasks to specific students to strengthen skills and concepts and/or hold small group instruction each week.

In order to mitigate learning loss, lead teachers at the elementary level identified essential standards missed from the last quarter of the 2019-2020 school year. Throughout this year, planning and pacing will take place to ensure these standards are integrated into the current grade level standards. This integration will mitigate any future learning loss. The identification of essential standards at the secondary level is

work that is forthcoming in the core subjects of mathematics and English Language Arts (Language Arts). Within the class period/day, teachers will be working with students in small groups, shoring up gaps real in time so the student/s do not fall behind. Asynchronous work the next day, when turned in, will serve not only as an extension or deepening of the content but will also include assignments that will provide feedback to the teacher for immediate attention. The cycle of turning in work by half the class at a time will provide the teacher the opportunity to assess each class and adjust teaching and learning, both synchronously and asynchronously, immediately. In addition, teachers can assign individual apps for practice or videos that will help close the gap during asynchronous learning (differentiation of homework/assignments). Time throughout the asynchronous time will afford students the opportunity to work with tutors, Education Centers and during teacher office hours/availability.

Students in Mod/Severe special education classes, transition class, newcomers and English Learner students may be afforded more in-person contact with their teachers, attending additional days, as possible. These days may be described in their IEP, in order to mitigate any learning loss from last year and what might occur in the current hybrid plan. This will all be addressed on a case by case basis, working collaboratively with the student's teacher.

The safety and health of our students and staff is also a top priority. The district will follow the guidelines and expectations of the San Diego County Office of Education, County of San Diego Public Health Department, and the California Department of Public Health. Social distancing of six feet from one another and all persons wearing masks (one will be provided, if needed) will be enforced. Employees may not congregate and entry into school offices is regulated to limit the number of people entering the building. Markings will be placed to regulate distancing. Public facing office work areas are protected with plexiglass that is cleaned regularly.

Sanitation Protocols: Employees are encouraged to keep their own desks or workstations clean and sanitized. Maintenance and Operations staff will clean and sanitize office areas with EPA approved sanitizers or disinfectants daily, and restrooms and kitchens/food preparation areas will be cleaned and disinfected on a regular and daily basis. Employees have access to sinks with soap and water for hand washing and hand sanitizer is readily available.

Employees and students are not to come to school if they are sick. Should an employee become sick at school, the employee will be sent home. A student who becomes sick at school will be moved to a quarantine area and the parent will be contacted immediately for pick up. The school will follow up on the reason for the sickness and may ask the student to stay home and quarantine, if necessary.

The district is in the process of developing, collaboratively with our union leadership, a Re-Opening Plan 2, moving into Hybrid learning.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Additional FTE's districtwide to accommodate a class size of 32 for the hybrid model; safety of student and staff health	\$730,000	Yes

Description	Total Funds	Contributing
Procure additional supplies, materials, equipment, and contracted services for personal protection, hygiene, health and safety, and disinfecting	\$150,000	No
Hire additional School Health Technician (LVN) to support the health and safety of students	\$60,000	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

VCPUSD provided parents the choice to select a fully virtual setting as well as a hybrid that provides for both in synchronous and asynchronous learning, for each child in the household. The Board adopted core curriculum in all learning environments, including Independent Study, will be implemented for all students. In addition, all supplementary resources available to students, as well as resources for parents, are posted on VCPUSD's website. Before school resumed on August 25, all students received a device, consumable materials or books, and school supplies (elementary only) to set up at home, in preparation for distance learning. In addition, the whole district will be hosting all classes on Google Classroom and some will attach Powerschool as an additional LMS, serving as a repository for learning resources.

Students at the TK-8 level were provided an iPad and high school students, a Chromebook. The district continues to identify students that are Internet challenged and continues to address it with hotspots and working with local providers to strengthen current infrastructure for increased access. More in the next section.

In distance learning, students at the elementary level connect with their teachers each day of the week, with a shortened synchronous day on Monday. A block of time has been designated district wide for Math and ELA (LA), with intervention time built into each content block. The core curriculum for ELA (LA) is Benchmark, which integrates social studies standards aligned lessons, and Eureka for mathematics. ELD will be intentional, designated and integrated, in the lessons for students, a minimum of 10% of the instructional day. In addition, Benchmark and Eureka have provided distance learning lessons to support differentiation in both synchronous and asynchronous learning. Mystery Science will be integrated into the curriculum and social studies curriculum will also supplemented with other resources. Core curriculum is available online for all students which includes digital support resources for parents.

As the elementary sites transition to hybrid, virtual and hybrid teachers will continue to meet and work collaboratively as teams. Part of the collaboration will include horizontal articulation will include vertical articulation a couple of times throughout the year to ensure closing the gap of any learning loss that may have occurred last school year and in the current year. On the student side, hybrid teachers will be in face to face contact with half their class, two times a week. The other days, students will be engaged in asynchronous learning, with designated time built into the teachers synchronous schedule for students/parents to connect with the teacher for support. Students in a virtual classroom will meet with their students online all days of the week with the modification of Mondays, which is the same for all teachers, district wide.

Mondays, for both hybrid and virtual teachers, district wide, is reserved for online connection with students for the first 2 hours of the day and asynchronous deep curriculum dives, practice, and extensions for the rest of the day. During this asynchronous time, small group instruction, individualized instruction, SEL connections, club and extra/co-curricular activities and ongoing support, like connections with counselors or tutors, will be afforded to students to ensure students do not broaden gaps in learning.

At the secondary level, students on Monday will engage with all 6 teachers for the first two hours of the day, then move into asynchronous learning as described in the previous paragraph. For the rest of the week, students will be on an odd-even schedule, meaning periods 1-3-5 will meet for two days of the week and 2-4-6 will meet the other two days of the week. Until September 25, the first check in for in person (hybrid) learning, all students will meet virtually with their teachers in the odd-even schedule. At the determined "safe" return to school, students will "meet" with their teachers once a week in person and the other part of the week, will engage in asynchronous learning. Again, as described in the previous paragraph, all students will meet for a period of time and then engage in asynchronous learning the rest of the day.

All students at the secondary level will use adopted core resources and supplemental resources. The middle school is using Benchmark at the 6th grade and Study Sync for grades 7 and 8, English Language Arts (Language Arts). For mathematics, Eureka (Great Minds) is what is in place. Algebra students are engaged in CPM (College Preparatory Math), currently a pilot, as the core curriculum. All Algebra teachers went through a training with CPM that included online and self module model. In Spring 2021, the teachers will provide an assessment of the materials, considering the resource as the core curriculum. In order to address students that need additional support, the secondary schools have built in courses into the master schedules: Study Skills, ELD, Reading Intervention, FOCUS, Credit Recovery (Edgenuity), and two programs at the high school that address school spirit and SEL needs will also be integrated into the student experience. VCPUSD will continue to maintain, grow, and offer additional college, career, and workforce preparation opportunities to students through Career Technical Education (CTE) programs. CTE programs are being supported by online offerings facilitated by CTE teachers that meet standards and provide students access to industry skills and workplace related learning through programs that provide virtual industry aligned experiences and skills. As students move back to in person learning, CTE programs will address student progress for all student groups towards career and workforce preparation through a standards based assessment in all CTE courses, offering additional preparation for students who are completing a capstone experience towards an industry aligned certification.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

VCPUSD's goal is to connect synchronously and asynchronously with each student, in all learning formats. In order to accomplish this, district engaged in understanding the depth of the Internet issues within the district.

The district engaged in the following processes to gather needs of families throughout the district:

In the initial move to distance learning in March, teachers moved to different platforms, including Powerschool, Class Dojo, Google Classroom as the most used. During this time, teachers and administrators were gathering names of families that were not able to connect. Also at this time, devices were 1:1 in grades 3-12 only. During distance learning summer school (general education, ESY, and Migrant education), additional families with limited or no access were identified.

Most recent, an August survey was sent out to the community to ensure a comprehensive list of families were in hand. 870 surveys were returned and it helped to identify what providers work in which areas. As suspected, getting access in VCPUSD will require a multi-service provider plan.

Throughout the summer, exploration of resources to bring Internet access to VCPUSD became a key priority. The following actions were made to broaden the connectivity in the district:

- Working collaboratively with the San Diego County Office of Education to identify pathways to explore and create partnerships.
- Ongoing discussions have been going on throughout the summer with TVD (Tribal Village Digital), Education Center Leads, and Tribal Education Leaders to identify pathways for student access.
- Working with local wireless providers who use line-of-sight network technology (antennae and or dishes) to connect residences:

*Giga-Air

*Lightwave Broadband

*Lokket

*San Diego Broadband

*Valley Center Wireless

Several of these providers will coordinate with the district to determine who can best serve a family in a given area. In some cases these providers may request the assistance of property owners who have line of sight to the provider's facilities to allow relay equipment to be installed to serve their neighbors. In this way, clusters of connectivity may be established. For families living beyond the reach of the above providers the district is exploring the possibility of a contract with a satellite-based internet provider

Initial steps for connectivity are in the form of hotspots. The district has obtained hotspots from T-Mobile, Verizon through the County, and AT&T. To date, over 600 hotspots have been assigned and more hotspots are on the way in early September. Priority families for the hotspots include any families without Internet access. Those identified as most impacted are Title VI and Migrant Ed families. Title VI families may be able to use TDV services when available and cost effective. Once families with no connection have been served, those who need to improve their connection to support engagement will be provided a hotspot.

Devices were distributed to all students during registration and materials distribution days. Hotspots, in hand, were also checked out to households. TK-8 students are using iPads for their learning tool and students 9-12 are assigned Chromebooks.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Education Code Section 43503 requires that distance learning include “daily live interaction.” Daily live interaction is two-way communication between a certificated employee and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers. In particular English learners, and students with special needs benefit from daily oral language development opportunities.

The intent of daily live interaction is to ensure each student has live contact at least once each instructional day with a certificated employee, and ideally live contact with peers, even if live contact is not possible as part of daily instruction. Daily participation is used to track attendance and ensure daily engagement by all students in learning activities. However, documenting daily participation may be met through daily live interaction with a teacher or virtual assignments. Daily participation may also be documented through participation in online activities, completion of regular assignments, and contacts between employees, including those other than teachers, and pupils or parents/guardians.

Teachers, through their expertise, will determine the average instructional minutes it will take to complete both synchronous lessons and complete asynchronous assignments as described on the Weekly Engagement plan that is submitted by the teacher each week. As described previously, synchronous instructional minutes will be documented with live interaction with the teacher. Asynchronous assignments will include going deeper with content in independent practice, projects or research, intervention groups, which means increased contact with teachers either through office hours or scheduled small group work with students. Upon completion of an asynchronous engagement with school personnel (teacher, aide, administrator, counselor, tutor), an assignment, or other connection will be coded in a common process and document. Infinite Campus is developing a common space to record the asynchronous learning. For now, each teacher is recording participation/engagement on local documents.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Ongoing staff development and support is important for all staff throughout their tenure as an educator and is part of the culture of the district. VCPUSD has structures in place that provide time for collaboration and staff development. This year, VCPUSD moved to a common format, Google Classroom, and teachers had the choice to set up their classrooms with PD On Demand, delivered to them to do on their own, or in a setting that was synchronous. Finding ways to provide staff development that meets the needs of staff members is critical in this learning environment.

During the summer, a team of teachers met to discuss the needs of teachers moving into a distance learning environment and wanted to revive a successful model run a couple of years ago. This year, VCPUSD launched a staff driven PD day called VCP-TUE (Valley Center Pauma Technology Use Educators) on an additional work day for teachers, albeit virtual. The beauty of this is that there are now recorded sessions of the presentations that teachers can access at any time for their own needs and growth. Additionally, professional development time has also been built into the Learning Schedule on Mondays and at least one Wednesday per month; there is a time specified for staff development for site and/or district content.

Informal, yet potentially impactful meetings, will be launching on various topics of interest to teachers around implementation of curriculum. For example, Benchmark, our core ELA (LA) resource, added "companion slides" to help support distance learning or In SYNC from Eureka (math resource) which includes videos and lessons to support both asynchronous and synchronous learning, will be rolled out in voluntary meetings. These PD voluntary meetings will be a gathering of those that will share and/or learn about practices and application. More formally, site grade level teams and departments meet regularly to align curriculum, discuss and/or develop common assessments, and data dialogues (PLC meetings) for improvement and intervention. At the elementary level, district team leads, over the summer, identified essential standards, from last year, that are critical to be implemented into the current year to ensure students are on grade level moving forward. This work is moving forward with discussions at sites and at the secondary, structures will be set up to engage in this same work for ELA (LA) and math at the secondary level.

The San Diego County Office of Education (SDCOE) has been an important partner in providing staff development resources, professional collaboration, and curriculum to be used in the district and in classrooms. This year, SDCOE will be working with us to continue the collaborative from last year on an academic improvement process for English Learners. The strength of the collaborative is that it is focused on all students. This rich resource has been a goldmine in our collaborative efforts to ensure access and rigor for our students. Additionally, district administrators attend SDCOE meetings regularly to bring leadership resources to the district.

In more specific terms, there is ongoing support of our teams in the following areas:

ELD (English Language Development) ongoing staff development:

All personnel working with English learners participate in the district staff development activities and are provided with professional development opportunities to acquire the specific competence needed to work with English learners. Staff development topics are:

- ELD Standards & Teaching Strategies: CA ELA (LA) Standards in tandem with ELD Standards
- Structured English Immersion Program Designs, SDAIE/ELD
- Dual Language Program-Two Way Bilingual Program Designs — English/Spanish

Bimonthly Dual Language PLC Teacher meeting are held to share/discuss effective practices in a distance learning environment and using curriculum virtually. These meetings will be held six times throughout the year: August, October, December, February, April, & June

Title VI (Native American) Aide staff development:

- * Monthly meetings with Title VI Aides to discuss needs, look at student data, and strategically implement practices to meet the needs of students.
- * Improving communication with families: serve as a liaison
- * PD provided to aides based on their needs to conduct their work: holding Zoom & Google Meet meetings, texting from their iPad and holding FaceTime meetings with families.

Special Education staff development, baseline:

- *Quarterly meetings with Speech Pathologists
- *Quarterly meetings with School Psychologists and Counselors
- *Separate site meetings with SAI Teachers
- *Quarterly meetings with TPP/Department of Rehabilitation

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The district and classified union have come to an agreement that employees will expand some of their roles to contribute to a safe and healthy work and school environment and school operations. For example, bus drivers may make phone calls to students/families, with a script, to re-engage students back to online learning or read virtually to students or help with the grounds work. Office staff may assist with temperature checks and screening questions for staff upon arrival at the site. Campus security may be asked to support health and safety protocols or assist with office related tasks including Attendance support. It is clear that there is a team effort to support student learning in a safe environment. Many other classified positions will be asked to flex as the district navigates the expected protocols to ensure safety for all. VCPUSD is lucky to have employees that are committed to team VC.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

District wide, centralized resources for ELD Distance Learning is available to all staff. A shared folder is full of suggested activities and supports for integrated ELD and samples of designated ELD lessons using the district adopted curriculum for K-6 ELA (LA). This resource was shared with grade level TK-5 teachers (what the resources are and how they can be implemented to support ELs). This resource will also be shared with secondary teachers. The district TOSA spends her time coaching with teachers, connecting with families to support their academic and other needs to navigate the system, and meets with administrators to support their leadership in meeting the needs of our students. For the most part in the K-8 level, EL students are in the Dual Language program, learning from and with a BCLAD teacher throughout their matriculation of becoming bilingual.

Students who are part of the Migrant Education program receive services through a partnership with SDCOE. Funding and services are specifically targeted to connect with migrant families to identify academic and socio-emotional needs through visits and phone calls. This past summer, a virtual summer school and tutoring program was tailored to meet the academic needs to close any gaps that may have resulted from being out of school last year. In addition, before and after school tutorial services is being explored.

In order to serve individual students with exceptional needs, the district has a myriad of supports in place to meet the needs indicated on individual IEP and 504 plans, in distance and hybrid learning:

- Services will be provided virtually, with support by the specialized academic instructor and related service providers
- Access to assistive technology per the IEP
- Telepathy for social-emotional support utilizing district counselors, psychologists, and DIS/ERMHS providers
- Behavior strategies will be provided virtually by staff
- GoogleMeet and Zoom to be used for IEP meetings and services
- All teachers have a Google Classroom as a platform to communicate with parents

As needs arise for Homeless students and pupils in Foster care, Student Support Services and the school site collaborate to ensure individual needs are met. The district also works with SDCOE to ensure the student's programs and needs are met seamlessly.

Regular Title VI as well as Ed Center Directors meetings have been in place to listen to the needs of our students, brainstorm strategies to implement, and assess the practice. Phone calls have been, and will be, made by Title VI aides to check on the well being of students as well as provide academic support. Both the meetings with the stakeholder groups and the Title VI Aides work will continue through the 2020/21 school year.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Replace Obsolete iPads to provide distance learning for students TK-8, and purchase additional iPads to extend district's 1:1 initiative to TK-2	\$950,000	No
Replace obsolete Chromebooks to provide distance learning at 9-12	\$200,000	No
Replace obsolete teacher laptops and purchase additional laptops for new teachers to provide distance learning for students	\$100,000	No
Provide hot spots to increase internet access to students during distance learning	\$140,000	Yes
Update information systems infrastructure to improve network reliability during distance learning	\$100,000	No
Provide online subscriptions and software to enable distance learning and remote management of meetings (e.g., Zoom, Little SIS, Board Docs, etc.)	\$50,000	Yes
Provide extra day for teachers for the purpose of professional development and preparation for distance learning. Provide for workshops, PLC time, and other PD to strengthen instructional program in both virtual and hybrid environments.	\$180,000	Yes
Additional FTE's to accommodate virtual classrooms	\$500,000	Yes
Additional FTE's to accommodate extra Independent Study sections	\$410,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English Language Arts (Language Arts), English language development, and mathematics.]

As we enter the school year, assessments will be administered to students, identifying the beginning level of reading and mathematics. This will be followed, throughout the year, with ongoing formative and summative assessments. The integration of formative assessments will occur in various ways: daily check in online to not only assess the students' readiness to learn but also to check in on how the student is grasping the content/concepts that were taught previously, daily/weekly standards aligned assignments that are assessed with immediate feedback to students, daily warm ups and exit tickets to assess student knowledge, and also weekly formative assessments. All of the aforementioned strategies provide the teacher with real time data and allows the teacher to intervene in small group instruction during designated times within the instructional schedule. For example, at the elementary level, all grade levels are administering common assessments in both English Language Arts (Language Arts) and Mathematics, allowing for teams to review the data from their grade levels together within their PLC's and make adjustments to instruction. This practice can be observed with teams and departments throughout the district.

Summative assessment data is also a critical point that will illuminate the current learning levels of students within standards. Again, using this data, teachers can work together and build in interventions that will reach our students, including specific strategies and supports for our pupils who are English Learners, low income, foster youth, and pupils with exceptional needs. In addition to our classroom assessments, Lexia licenses have been purchased for students at Pauma (whole school), fifty licenses at each elementary school, and licenses for all middle school students with special needs. This will provide ongoing data on the progression of students in their reading strategies and comprehension. This data allows the teacher to target very specific skills needed for students to move towards grade level standards. At the middle school, there is a reading intervention class, Achieve 3000. This class is targeted for middle school students who are 2 or more years below grade level in reading.

Other areas that will provide information on the beginning of year levels is last year's report cards and progress notices, SST notes, connections with the previous year's teacher, last year's ELPAC scores, and progress towards goals in IEP's. Gathering the whole picture of the student will help the teacher start a differentiating and monitoring process for each student. Taking all of this data, and creating a student profile, will provide a picture of an acceleration pathway for the student.

A guaranteed, focused time on core subject area standards is critical to close learning loss. This time should include flexible time for teachers to respond and focus on prerequisite skills and concepts missing in students so that the student isn't impacted moving forward. It will also be critical for standards differentiation to meet the student and build in scaffolds to bring the student to standards. (Please see responses in previous questions where this question was addressed.)

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

For all students, teachers will engage in small group instruction and intervention throughout each day, ensuring students do not fall behind. Teachers will also hold office hours when they each will be available to students for academic support. Both formative and summative assessments will be used to group students who need additional support. For some students, extension assignments, to close the gap, will be assigned, as additional feedback to assess how learning loss is closing. Tutors from Americorps and the Education Centers will be utilized to match up students, at the secondary level, with additional support. A unique partnership that VCPUSD has is with California State University, San Marcos. Teacher candidates may be available to tutor and support students needing extra help in Language Arts and math with their master teacher. Should a student need any other resources, the school sites will put a plan together for a student to accelerate the learning process.

Another source of support is our Instructional Coaches. They not only support teachers on strategies to support English Learners, low-income, and foster youth, they will provide direct intervention to students through Lexia, a reading intervention program. At the middle school, teachers of students with special needs will be able to use Lexia with their students to continue to close the reading and comprehension gap.

In support of Title VI students, the district will continue to, throughout the year, hold Education Center meetings with their directors. Part of the meeting is to communicate district information and initiatives and the other part is to listen to the needs of students, creating and developing strategies to meet the needs. Phone calls and videoconferencing will continue throughout the year by Title VI aides, checking in on student well being and providing academic support. School sites and district work together with Education Centers and their center aides to monitor and support, both academically and socio-emotionally, students identified by Title VI.

Most English Learner students are currently enrolled in the Dual Language program. This is an asset for our students as learning gaps can be closed in the student's primary language, as they are mastering and closing the same gap in a second language. Careful monitoring will take place by the Student Study Team (SST) from each campus. Students belonging to these subgroups will receive additional support as follows: District Migrant and ELD TOSA will work with school leaders and teachers to provide activities and scaffolds needed to support the student, based on individual learning needs as identified by teacher or SST team. Office personnel as well as Migrant and other Special Projects staff will work with families supporting the process of applying for Free/Reduced Lunch application as well as having paper copies resources available and easily accessible for families without internet access. And, for students who are also EL and homeless, funding is allocated to provide educational supplies and additional reading books. In fact, this is afforded for all of our homeless students, as needed.

For pupils with exceptional needs, individualized plans will address the needs through the IEP process.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Common assessments as well as teacher assessment of student growth and areas of needed growth will be the most important component to measure the effectiveness of the services and supports a student is accessing. Teachers will document and use anecdotal/qualitative professional assessments of how a student is working towards standards; the data will also be used to adjust instruction or provide additional external supports, for both academic and socio-emotional needs.

On the curricular side, formative assessments such as running records, AR/STAR, formative assessments found in Benchmark (TK-6 English Language Arts (Language Arts)), Study Sync (7-8 English Language Arts (Language Arts)), Eureka (TK-8 Math), found in our district adopted ELA (LA) and math curriculum. Lexia will be the main intervention for our learners that are 2 years below grade level in reading, TK-5, and with our students with Special Needs at the middle school. The secondary schools have intervention courses built into the master schedule. The measure of the success of the intervention courses is the grades that they will earn in the content of the intervention. At the alternative high school, Agile Mind for mathematics is the core math course so students will complete the Algebra requirement for graduation.

Identifying essential standards for current year as well as those for previous year from March to June, to support addressing the gaps as we address current grade level standards for TK-5th. This is ongoing work that will take place minimally at math and English Language Arts (Language Arts) at the secondary level.

English Learners' progress toward meeting ELD standards and grade-level standards in the core subject areas is measured using Multiple Measures and reported through the district's Standards Based Accountability System. It is possible that some students will be unable to meet grade-level standards in academic content areas because of problems stemming from the following factors, among others:

- COVID Learning Loss
- Student's level of literacy in the primary language
- Consistency of placement in one program model
- Consistency of enrollment at one school site (district)
- Rate of absenteeism or amount of academic schooling
- Student's learning style and special needs

All of these factors will be taken into consideration when assessing how the student's academic growth is progressing. When limited growth is observed, students will receive additional or adapted interventions and support that enables them to overcome the academic deficits.

As students move back to in person learning at the high school level, CTE programs will address student progress for all student groups towards career and workforce preparation through a standards based assessment in all CTE courses, offering additional preparation for students who are completing a capstone experience towards an industry aligned certification. As indicated in the CA Dashboard College and Career measure, VCPUSD is using supplemental funding sources like the CTE Incentive Grant to support growth in the preparation of English Learners and socioeconomically disadvantaged students through increase enrollment in CTE course offerings and support towards completion of a CTE pathway sequence demonstrating career readiness.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provide additional curriculum, materials, and licenses (e.g., Agile Mind; Edgenuity; AR/STAR; Lexia, MyOn with STAR/AR)	\$50,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The mental health and social and emotional well being of all students has always been a focus for the staff in VCPUSD. District wide efforts to lift and deepen supports for students jump started in August, 2019 with a multi-day PBIS (Positive Behavior Interventions and Supports) Training for site teams (administrators and teachers) from every school site, including district level administrators. Since this time, sites have had teams that have developed and continue to strengthen universal systems of supports for our students. The training included practices to integrate positive social-emotional practices in the classroom. These practices will continue to be shared with colleagues throughout the year as we continue to focus on real time support for students.

Moving to distance learning, it became apparent that there is a need to continue to strengthen our own expertise in tending to the needs of our students. We had several staff attend the San Diego School Counselor Conference in March, 2020, where the focus of Understanding

Adverse Childhood Experiences was the theme of the breakouts. And again in April, VCPUSD counselors attended a 3 part webinar on COVID-19 & Mental Health addressing trauma-informed therapy.

The school year opening, August 25, provided an opportunity to continue the practices of support that we had since last March, along with putting into place the learnings we have obtained as a district also into our support for our students. Our counselors will continue to touch bases via videoconferencing, phone calls, or emails, for students that have already been students we support and any new referrals that come to the office by teachers as they are in classrooms. In addition, we will also include in our response and support systems any student self referrals or referrals made by parents. We currently have a half time counselor that serves each of our elementary schools, one at our middle school, and two at our comprehensive high school. Additional support for our schools as well as our continuation high school and our Independent Study students are possible with a successful partnership with Palomar Hospital for mental health services, allowing the district to reach a wider range of students in need. The counselors (social workers/counselors) provide 'site-based services'; designated instruction services (DIS); and educational related service (ERMHS). The DIS and ERMHS are available for students with an IEP and the need is determined by the IEP team and an assessment. The District also mentors and utilizes counseling interns and social workers, supervised by a site District Counselor, to assist with students gaining strategies in the areas of attendance, behavior, social emotional, and academics. The providers are actively engaged with families and students have ongoing communication using email, phone calls, and virtual meetings.

The year began with a staff development day with choice, with one session attended by many, on SEL resources for the distance learning classroom. It was presented by a counselor and psychologist to help teachers and staff identify social emotional concerns and provide support and resources for managing this during distance learning and beyond. The district will continue to tap on the local expertise to support our teachers in their classrooms, providing strategies for immediate intervention and next steps for students exhibiting needs that go beyond the classroom. Weekly school bulletins will continue to provide classroom teachers with tips and strategies to identify behaviors or concerns that need to be addressed, either in the classroom or via referral

VCPUSD will continue to provide a safe learning environment to allow students to learn, practice, and achieve goals, to feel and show empathy for others, establish and maintain positive relationships, understand and manage emotions, and to make responsible decisions. The students in VCPUSD, with the assistance of staff throughout the organization, will focus on the following five competencies:

- * self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset
- * self-management - managing emotions, controlling impulses, and setting goals
- * social awareness - the ability to see perspectives from others, showing empathy, and appreciating diversity
- * relationship skills - communication, cooperation, and conflict resolution
- * responsible decision making - understanding and thinking about the consequences of personal behavior

The District counselors, psychologists, and outside (contracted) mental health staff have provided continued care for students' mental health and have established specific site-based resources. Training was provided on July 29, August 18, and August 21 for the California SEL Roadshow-Reopening. Counselors and psychologists will also attend the October 8-10th training from CASC titled Revolution: Equity Disparities, and Mental Health. Professional Development in the area of social-emotional learning will be formal and informal as the lessons are embedded throughout regular lessons at all school sites. Social-Emotional resources and lessons will also be available and updated to parents which will include, but not limited to Trauma-Informed Practices, and other relevant practices. Staff will continue to receive training in

the appropriate areas of social-emotional learning that will assist them personally and professionally throughout the school year, and feedback will be collected to ensure their needs are being addressed.

The attendance process penned in the Education Trailer Bill of AB77, will also serve as an early warning sign for for students who are not attending or minimally attending. These students may need additional resources to support their attendance in school. This process will be described in detail in another section.

Supporting the mental health and social and emotional well being of our staff has also been a focus. In support of certificated employees, the district provided an opt in teaching environment, whereby, the employee's needs for a virtual teaching environment were strongly considered when staffing the year. The same opportunity is afforded to our classified staff, opting for remote work environments based on the employee's needs. Staff members who need further support, as communicated with the Human Resources by employee or an administrator, are addressed privately and referrals or accommodations are made, as required. For all employees, support through EASE (Employee Assistance Service for Education) provides mental health, and other services. The confidential EASE counselor or social worker can provide up to six counseling and problem solving services per occurrence.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The Education Trailer bill for AB77 requires a catalytic response to student absences in distance learning. VCPUSD has been working on Chronic Absenteeism due to district and site dashboard data, taking the time to understand individual dynamics that may be contributing as well as challenges that are impeding attendance. Specifically for distance learning, staff have been connecting with families and students to re-engage them into the learning community.

Sites have had informal plans on monitoring and following up on students who are chronically absent. This has been allowed to personalize connections, to meet the specific needs for students. In distance learning, there is an additional challenge of students engaging in an electronic means - video conferencing, email, etc. The challenge that VCPUSD continues to have is the access to Internet. While over 600 hotspots have been checked out and other infrastructure is being explored for student access, there are still students who are not

connecting, yet. VCPUSD work in engaging students is twofold: Identifying students who need Internet access to engage and identifying students who are not engaging. The former will be addressed in another part of this plan.

VCPUSD will utilize a combination of electronic robocalls to parents as well as staff members reaching out, in a tiered response. The first tier, while in distance learning, includes any absence, day or period, a robocall to the parent to inform them that their student did not engage in the synchronous learning for the day. After two calls in a row, the attendance clerk, or whomever is responsible for attendance at the elementary, will make a personal call to confirm the absence and reason for it. If the student is able to re-engage, the process will end at this point. The site and district will continue to monitor students who have not engaged on a regular basis. Phone calls will be made directly to homes, confirming the reasons for absences and re-engaging them back into the learning process.

Should the absences continue, the student will move to a Tier 2 process. The counselor will be notified of the student that has 3 absences (or 60% absences) for the week and will begin to gather data from teachers. The counselor will gather data on the following: presence in any classes (at the secondary or time of day), demeanor of student while engaged, completion of work; information from teacher; information from front office, etc. The counselor, working collaboratively with the teacher/s and administration, will take this data and make a phone call to the parent, sharing the information collected and building a plan to re-engage the student back into school. The reasons for patterns of behavior in school attendance must be understood in order to make the adjustments for the student. Some adjustments may include differentiated assignments in classes, time to complete work, extra digital academic supports (apps, OER, etc.), tutoring availability, ASES Program support, Education Center support, etc., to ensure the success of the student. A mini plan with expectations will be laid out and agreed to by school and family. Counselor and teacher/s to follow up with student to monitor progress. If no progress is made and absences continue, the student will progress to Tier 3 support. (In many instances, sites have a team that includes the counselor that will work on Tier 2 together.)

Tier 3 support will minimally include an administrator, the counselor, teacher/s, parents, and student. A review of the process taken so far to engage the student in learning will be presented. At the high school, graduation expectations will be reviewed for the family. A re-engagement into school process will ensue. At this level, a mentor may be presented as an option to check in with the student, regularly. The mentor can be a certificated or classified staff member or a volunteer community member. The site can enlist additional support of the Education Centers (if the student attends the Center on a daily basis). If mental health or other resources are needed, the team will discuss how to provide access to meet those needs. A Success Contract will be developed and signed by all parties so that there is a wrap around program for the student with check-ins from a designated person. If the staff member is concerned with the plan or the follow through of the student/family, this will be brought up to the original team. At this point, the team will meet and the student may need to consider a temporary alternative placement to matriculate.

Throughout the district, and specifically at school sites, personnel are available to attend meetings and translate into Spanish, when necessary. In addition, all communications in writing or on the phone are also translated.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Throughout distance and on-campus hybrid learning, Child Nutrition Services will offer meals to all enrolled 2020-2021 VCPUSD students. A federal waiver through the Seamless Summer Option has been extended through December 30, 2020, allowing the district to provide breakfast and lunch to all children in the community aged 18 and under. Because the waiver is set to expire on December 30th, we are still strongly encouraging families to submit a Free and Reduced-Price Meal application for the National School Lunch Program. Students who are directly certified through the state or local agencies administering assistance programs will receive their meals at no charge without the need to submit an application.

During distance learning, meal service will continue in a drive-through model. Meals will be provided to any child is present at the drive-through distribution, but parents and guardians may pick up meals for children who are not present by showing a student ID card or other means of identification. Meal pick-up will take place once per week at Pauma School and at Valley Center Elementary School on Thursdays, from 4:30-6:00 p.m. Each student will receive seven breakfasts and seven lunches in their meal package. In addition, a Bus Stop Meal Service will be provided at four bus stop locations throughout the district on Thursday mornings from 7:15 -8:00 a.m. The bus stop service will end once on-campus instruction through the hybrid model begins. The availability of meals is communicated to our families through ParentLink phone calls and emails, as well as through flyers, website postings, and school newsletters.

When on-campus instruction returns through the hybrid learning model, students attending school will be served breakfast before school. Lunch will be served on a staggered schedule at most school sites, individualized to each school's schedule. Through December 30th, all students will be eligible to receive a free meal from CNS. After December 30th, students who qualify for free and reduced-price meals will continue to receive their meals at no charge simply by presenting their student ID number to the cashier utilizing the Point of Sale system. Students who do not qualify for free or reduced-price meals will be strongly encouraged to load funds on their lunch account through MySchoolBucks to minimize contact with cash. (This plan is subject to modification if the federal government later extends the waiver beyond its current December 30th expiration date.)

The staggered schedules for lunch will allow for shorter lines at the cafeteria windows or carts and for limiting the number of students eating their lunch in a specific space. When the first groups of students are out at lunch, the area is cleaned, if need be (students may eat in grassy areas, etc.), and the next group of students will be allowed to sit in the area. Students in the hybrid model will be offered breakfast and lunch on the two days in which they attend classes on campus. For the days they are not on campus, the district plans to offer a once-per-week drive-through service for picking up the balance of their meals. Through December 30th, the federal waiver will allow the district to serve seven days of meals each week. After December 30th, when the district returns to the regular National School Lunch program, students may be served five days of meals each week.

Throughout the year, students who are in a virtual classroom, Independent Study, or homeschool option will continue to pick up meals once per week on Thursdays from 4:30-6:00 p.m. The day and time of distribution may be subject to change according staffing schedules and/or the needs of our families.

CNS health and safety protocols dictate that employees who prepare meals and/or serve meals will wear face coverings and gloves. Social distancing markers will be used to enforce physical distancing in queues. Students are expected to wear their face coverings while waiting to be served, but they may remove their face coverings while they are eating. Until countywide COVID-19 case numbers drop further, meals will be pre-packaged. There will be no salad bars or share tables.

*This plan is subject to change and will be rewritten with the current plan.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
N/A	N/A		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.5%	\$3,941,615

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Students that fall under our unduplicated pupil counts were highly impacted by moving to distance learning last spring and will require teacher expertise, extended time, and differentiated supports in and out of the classroom, to accelerate learning. As VCPUSD opened the school year, parents opted into Hybrid, Virtual, or Independent Study. Our unduplicated students, who fall into one or more categories, enrolled into all of these learning options and additional supports in each one is critical to increase growth in achievement.

Hybrid Learning Environment: In order to support a hybrid learning environment, with a maximum of 32 students in each classroom, the district hired and additional 7.3 FTE's for all classes, 4-12. This will allow for 16 students to attend class on alternating days, keeping each student engaged and in a safe learning environment. This model continues to provide an in person connect for teacher to student and student to student to support their socio-emotional growth amongst peers. It also allows the teacher to identify and socio-emotional supports that the student may need, working with the parent, through counseling or a referral. Creating classroom and school culture, even with half the students at school at a time, will be critical to student success.

Distance/Virtual Learning Environment: In order to support a virtual learning environment, the district hired and additional 5.0 FTE's for all grades, TK-12. Families who elected to a distance learning environment for the year will meet with their teachers every day. The flexibility in using blocks of time for differentiation to meet the needs of students is an opportunity for small group instruction, targeting any learning loss or preparing students for the next day's lessons. All students received devices and working at 100% connectivity. The district prioritized hotspots for our students that had none/limited access to Internet. In addition, teacher laptops that were up for refresh were provided a new laptop for teaching and learning and professional development.

Independent Study: In order to support an independent study learning environment, the district hired and additional 4.1 FTE's for all grades, TK-12. This learning option connects a student with a single teacher, yearlong, to monitor learning and socio-emotional needs. This will allow individual supports needed to be provided immediately. The curriculum is also tailored to the learning needs of the students, with interventions and differentiated curriculum each week. Due to the nature of independent study and the weekly lessons, it allows for learning adjustments on an ongoing basis. Student in independent study also have devices to access curriculum and their teachers on an ongoing basis.

Staff Development: One area of staff development for certificated employees will focus on ELD and strategies to connect with families. Teachers who engage in professional learning will be compensated at the non-instructional rate, unless serving as a staff developer, which will be paid at the instructional rate. This intentional focus will increase the capacity of our staff to meet the needs of our unduplicated students. In addition, online learning opportunities will be offered to teachers, strengthening work in SEL, interventions, and distance learning strategies. District ELD and Migrant TOSA and district EL aide will be providing direct services to our families, ensuring they are engaging in school and bridging any concerns with the school or district.

For our families, Title I schools will be providing opportunities for parents to connect with teachers and administration to support reading and mathematics as a family. These nights will focus on strategies for online supports and accessing the curriculum for their student.

Curriculum Supports: All students will have access to Board adopted grade level resources as well as High Point and Language! for our ELD students. In addition, ELA (LA) and Math curriculum adopted at the TK-8 levels have differentiated lessons within them for our ELD students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

VCPUSD will be increasing services for our unduplicated students to ensure they are engaged and that we close the learning gap for them as they launch into 2021-2022.

Summer School was launched in 2020 for our Migrant students and EL students, grades 1-12 and for Extended School Year (ESY) for our students with exceptional needs. At the high school level, it focused on credit recovery to continue matriculation towards graduation.

The Hybrid Learning environment affords many ways in which needs of our students can be addressed. As mentioned above, being in physical contact with the student allows the teacher and school teams to assess the well being of the student. If there are concerns, it will need to be addressed immediately as this falls under basic needs before accelerated learning can occur. Being in a hybrid environment, with small class sizes, allows the teacher to identify learning loss and needs in a timely manner, intervening in real time to mitigate gaps in learning from occurring. At the TK-8 levels, about 80-90% of our English Learners are enrolled in the Dual Language Program. Enrollment in the DL program not only provides students mastering proficiency in two languages but it also allows students to access content and concepts in a safe learning environment with a teacher expert in both languages. This is a built in fluid increase of services for the students each day. Students enrolled in Dual Language benefit from a rich learning environment with peers and teachers. For students at the high school level, specific ELD courses and intervention courses have been built into the master schedule. Adopted curriculum for the secondary school includes Language! and High Point and the grade level adopted resources. Again, with class sizes half the normal size, the educational services that will be provided to students in this setting, using both formal and informal assessments, will be targeted and will accelerate learning. As a reminder, the focus of the English Language Development (ELD) is instruction of English as a second language, and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers combine or divide their students into groups within their classrooms. The curriculum used for ELD is Benchmark Advanced & Adelante at the K-6 grade levels with supplemental ELD materials that correlate with California English Language State Standards & 2012 ELD standards.

As the year progresses, there will be supplemental Staff development for teachers and/or aides instructing English Learners, supplementary materials provided for English Learners and supplemental parent involvement activities will be planned.

Fortunately, during distance learning, VCPUSD has also been able to offer Dual Language in a Virtual model, for families requesting a non-person model. Due to limited staffing and parent requests, virtual dual language was not offered to students in grades TK-2. Once the school year started, many of the families requested to leave the Virtual TK-2 class to return to a Hybrid Dual Language class, favoring a BCLAD teacher. At this time, all requests to a Dual Language classroom in these grades have been made. During distance learning, students will be engaging with their teachers each day, building on their language and mathematical concepts in two languages. The distance learning schedule affords time for the teacher to hold small group instruction, during asynchronous sessions as well as access to the teacher during office hours. While this is provided for all students, it is also an opportunity for our unduplicated students.

In addition to our teachers, VCPUSD has tutors available to support our students through our Native American Education Centers and Americorps. Integration of our tutors into our school day and after school is a rich resource to connect students to, at all levels. Pauma School and Oak Glen Continuation School have after school programs for students (ASES) to continue to extend student learning, after school. Pauma, a TK-8 school, utilizes its resources to offer a virtual after school tutoring and extension program prioritized for Homeless, Foster, and low income students.

Title VI aides have been connecting with our Native American youth, checking in on socio-emotional health as well as academic progress and connectivity. They will be connecting regularly with students to ensure they are keeping on pace. And, if additional resources are needed for the student, it will be communicated to the school administration.

Curriculum supports for our unduplicated students will include teachers that will be engaged in one to one intervention, teachers and instructional coaches will be leading the intervention work with Lexia, and various parts of apps will be intentionally assigned to students for skill development to fill in gaps. Lexia's strengths, research proven, is a personalized reading instruction program that targets very specific areas and automatically provides lessons to meet the student at that point. Lexia provides actionable data for both individual or small group instruction.